DOCUMENT RESUME

ED 311 723 FL 018 165

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TITLE Park West High School Vocational and High School Equivalency Bilingual Program, 1987-88. OREA Evaluation Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Jun 89
NOTE 30p.; For the 1986-87 report, see ED 298 779.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attendance; *Bilingual Education Programs; English (Second Language); Federal Programs; *High School Equivalency Programs; High Schools; Job Training; *Limited English Speaking; Mainstreaming; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Effectiveness; *Program Evaluation; Science Instruction; Social Studies; Staff Development; *Transitional Programs; *Vocational Education
IDENTIFIERS Content Area Teaching; New York City Board of Education

ABSTRACT

In its fifth and final year of federal funding, the Vocational and High School Equivalency Program at New York's Park West High School served 254 students in grades 9-12. The program's purpose was to help students of limited English proficiency develop English language skills while receiving occupational training after school. The transitional program functioned as a minischool within the high school, providing the same overall job and career orientation offered to mainstream students. Students received instruction in English as a Second Language (ESL), native language arts (NLA), and bilingual instruction in mathematics, science, and social studies. The program also provided activities for parent involvement and staff development. It met its objectives in ESL and attendance. Data were insufficient to determine whether it met its NLA objective. The mainstreaming objective was not met. Recommendations for improvement include efforts toward increased communciation between bilingual and mainstream program staff, creation of an ESL/foreign language department, hiring of a full-time guidance counselor and full-time family assistant, and acquisition of equipment for program staff. (MSE)

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# OREA Report

## EVALUATION SECTION REPORT

PARK WEST HIGH SCHOOL
VOCATIONAL AND HIGH SCHOOL EQUIVALENCY
BILINGUAL PROGRAM
1987-88

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EVALUATION SECTION
John Schoener, Chief Administrator
June 1989

# EVALUATION SECTION REPORT

## PARK WEST HIGH SCHOOL
## VOCATIONAL AND HIGH SCHOOL EQUIVALENCY
## BILINGUAL PROGRAM
## 1987-88

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PARK WEST HIGH SCHOOL
VOCATIONAL AND HIGH SCHOOL EQUIVALENCY BILINGUAL PROGRAM*
1987-88

## SUMMARY


- The Vocational and High School Equivalency Bilingual Program was fully implemented. During the 1987-88 school year students received English as a Second Language (E.S.L.), native language arts (N.L.A.), and bilingual content area instruction. The program also provided activities for parental involvement and staff development.

- The project achieved the E.S.L. objective and the attendance objective. Data were not sufficient to determine whether it had met its N.L.A. objective. The program did not meet its mainstreaming objective.

The Vocational and High School Equivalency Bilingual Program was in its fifth and final year of a Title VII Elementary and Secondary Education Act (E.S.E.A.) funding cycle. It served 254 students in grades nine through twelve at Park West High School. The program's purpose was to help students with limited English proficiency (LEP) develop their English-language skills while receiving occupational training after school.

The program functioned as a minischool within Park West High School and provided the same overall job and career orientation that the school provided to its mainstream students. It placed a major emphasis on mainstreaming students into one of Park West's vocational minischools or into an academic track. As students increased their English language proficiency, the number of E.S.L. courses they took decreased, and the number of courses taught in English increased.

The Office of Research, Evaluation, and Assessment (OREA) evaluated the program according to student test performance (Language Assessment Battery [LAB] and La Prueba de Lectura), program records, interviews with school and program personnel, and observations of classes.

Students made statistically significant gains in English language proficiency as measured by the LAB. This compared favorably with last year's results on the Criterion Referenced English Syntax Test (CREST) where only in the fall did students show significant gains. The project provided data on La Prueba


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*This summary is based on the final evaluation of the "Park West High School Vocational and High School Equivalency Program 1987-88" prepared by the OREA Bilingual Education Evaluation Unit.

de Lectura for only a few students, and therefore OREA could not determine whether it had met its objective. Since more than 80 percent of the students enrolled in N.L.A. courses passed in both semesters, it was apparent that students did increase their skills in that area. The objective that at least 50 percent of students in the program would be partially mainstreamed into business-vocational courses was not met; however, students enrolled in these courses at a rate four times higher than last year. The attendance rate of program students was significantly higher than for the school as a whole.

A bilingual guidance counselor, the program's family assistant, a grade advisor, and the program coordinator provided guidance services, and offered academic, career and personal counseling.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Increase efforts to open communications between the mainstream and bilingual staffs.
- Consider the creation of an E.S.L./foreign language department, with its assistant principal responsible for supervising and administering the bilingual program.
- If funds permit, hire a full-time bilingual guidance counselor and a full-time family assistant to work with program students and their families.
- If possible, acquire equipment (typewriters, copier, computer) for use by those working with program students.

ACKNOWLEDGMENTS

We thank Beth Schlau for editing, Margaret Scorza for coordinating production, Lucia Stern for analyzing data, and Betty Morales for typing and distributing the final report.

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# I. INTRODUCTION

In 1987-88, Park West High School's Vocational and High School Equivalency Bilingual Program completed its fifth and final year of operation. The program was funded by Basic tax-levy, Chapter 1, Pupils with Compensatory Educational Needs (P.C.E.N.), Title VII, and New York State.

During the year under review, the program served 254 mostly Hispanic students of limited English proficiency (LEP). The program used the following criteria in selecting students: a score below the twenty-first percentile on the English version of the Language Assessment Battery (LAB);* a higher percentage on the Spanish LAB; proficiency in Spanish as ascertained by the Interamerican Series, La Prueba de Lectura;** a record of poor academic performance, and a demonstrated potential for improvement; and interest in enrolling in one of the school's vocational programs (computer programming, aviation, culinary arts). The main goals of the program were to mainstream students into one of the school's vocational programs or into the mainstream academic track and to ensure that students graduate.

Program students took classes in English as a second

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of nonnative speakers of English in order to determine whether their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

**La Prueba de Lectura, Interamerican Series of Tests, Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

language (E.S.L.), English, science, mathematics, social studies, Spanish, and career and vocational subjects. Students received a number of supportive noninstructional services. These included personal counseling, career and college advisement, and after-school occupational training.

## SCHOOL AND COMMUNITY CONTEXT

Park West is located in the west midtown area of New York City. Many of the students who attend the school come from other boroughs and from socioeconomic backgrounds that differ from the residents of the community. The majority of the program students were from low-income families and qualified for the federally sponsored free-lunch program.

The bilingual students were physically separated from mainstream students (all E.S.L. and bilingual classes were in the same section on the same floor). Project students only mingled with mainstream youths in the gym, during lunch, and in art and music classes. Some bilingual students did not want to be mainstreamed because they felt socially insecure without the protective atmosphere of the program. A new principal, appointed in the fall of 1987, has been actively trying to coordinate activities for program and mainstream staff.

## II. PROGRAM DESCRIPTION

### ORGANIZATIONAL STRUCTURE

The program was centralized under the program director who supervised program staff members and administered the program. During the spring term, an Assistant Principal (A.P.), who was bilingual and chairperson of the social studies department, supervised the bilingual content area, E.S.L., and foreign language teachers in the program (E.S.L. and foreign languages were two separate departments). The A.P. also served as liaison between the program and the principal. The project director, teachers, and the rest of the program staff expressed satisfaction with the centralized arrangement.

### STAFF

The program staff consisted of the project director and an office aide. Title VII paid 40 percent of the project director's salary and 100 percent of the office aide's. The project director was responsible for: supervision and administration, budget matters, student counseling, and curriculum development. He was bilingual in Spanish and English, and had 20 years' teaching experience. An office aide assisted the project director with clerical tasks. A bilingual guidance counselor, grade advisor, and family assistant provided career, academic, and personal counseling. They worked in the program part-time but were not paid with Title VII funds.

Other staff members included: three paraprofessionals

(Chapter 1 or P.C.E.N. funded), two of whom were assigned to the E.S.L. component and worked with students both during and after classes; bilingual content area teachers (tax-levy and bilingual supplementary instructional support funds); E.S.L. teachers (tax-levy, Chapter 1 E.S.L., and P.C.E.N. monies), and a testing coordinator funded by Module 5B (funds for language handicap).

STUDENT CHARACTERISTICS

The bilingual program at Park West served a majority of the school's Hispanic students. Although 90 percent of the students came to the program from junior high school, about 50 percent were reading below grade level. Students had very limited opportunities to practice English as they lived in Spanish-speaking communities and homes.

As shown in Table 1, there was a very high proportion of students from the Dominican Republic. According to some staff members, because there were more Dominicans this year, there had been an increase in the number of ethnic conflicts between Puerto Rican and Dominican students. Some black mainstream students (49 percent of the school's population) used ethnic slurs when referring to Hispanics. According to the project director and other staff members, this prejudice affected students' school performance in several ways: it promoted social isolation and threatened the self-esteem of the students; parents removed students from the program; and the general atmosphere was one of racial and ethnic unrest.

The students' low socioeconomic status was a significant

TABLE 1

Number and Percent of Program Students by Country of Birth

| Country of Birth | Number | Percent |
|---|---|---|
| Dominican Republic | 121 | 48.6 |
| Haiti | 22 | 8.8 |
| Puerto Rico | 20 | 8.0 |
| Honduras | 14 | 5.6 |
| El Salvador | 14 | 5.6 |
| Mexico | 5 | 2.0 |
| Ecuador | 5 | 2.0 |
| People's Republic of China | 5 | 2.0 |
| Hong Kong | 5 | 2.0 |
| U.S.A. | 5 | 2.0 |
| Guatemala | 4 | 1.6 |
| Nicaragua | 4 | 1.6 |
| Colombia | 3 | 1.2 |
| Vietnam | 3 | 1.2 |
| Africa | 3 | 1.2 |
| Peru | 2 | .8 |
| Turkey | 2 | .8 |
| Cambodia | 2 | .8 |
| Other "Middle Eastern" | 3 | .8 |
| Costa Rica | 1 | .4 |
| Venezuela | 1 | .4 |
| Brazil | 1 | .4 |
| Other "Central or South America" | 1 | .4 |
| Poland | 1 | .4 |
| Yemen | 1 | .4 |
| Korea | 1 | .4 |
| TOTAL | 249* | 99.8[b] |

*Data were missing for five program students.
[b]Total does not equal 100 because of rounding.

- Almost half the students in the program were born in the Dominican Republic.

factor affecting their academic performance. Most of the students came from single-parent households and had to work after school to contribute to the family income.

Student Placement, Programming, and Mainstreaming

The Vocational and High School Equivalency Bilingual Program used English and mathematics placement tests, and oral interviews in English by E.S.L. teachers to select students for the program. Beginning students took two periods of E.S.L., one period of English reading, and subject area courses taught bilingually, or with an E.S.L. approach. The subject area classes taught with an E.S.L. approach had other non-Hispanic LEP students enrolled in them. When the student's schedule permitted, she/he also took gym or Spanish-language arts classes.

Age and grade data were available for 241 students. The distribution of students in ninth, tenth, and eleventh grades was fairly equal. (See Table 2.) Fewer program students were in twelfth grade. Many program students had suffered interrupted schooling, and consequently had received fewer years of education than their age would suggest. In fact, 67 percent of the students were overage for their grade level.

Data show that overall, students had an average of 7.4 years of education in their native countries, ranging from 6.8 years for ninth graders to 8.6 years for twelfth graders. Students had an average of 2.8 years of education in the United States prior to entering the program. Of the 243 students for whom data were available, 95 (39 percent) had been in the program for one year,

TABLE 2

Number of Program Students by Age and Grade

| Age | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|---|---|---|---|---|---|
| 13 | 2 | | | | 2 |
| 14 | 8 | 1 | | | 9 |
| 15 | 18 | 7 | 1 | | 26 |
| 16 | 21 | 20 | 4 | 1 | 46 |
| 17 | 26 | 25 | 16 | | 67 |
| 18 | 2 | 17 | 26 | 1 | 46 |
| 19 | 2 | 5 | 10 | 2 | 19 |
| 20 | 2 | 3 | 13 | 2 | 20 |
| 21 | 1 | 2 | 3 | | 6 |
| TOTAL | 82 | 80 | 73 | 6 | 241* |
| Overage Students | | | | | |
| Number | 54 | 52 | 52 | 4 | 162 |
| Percent | 65.9 | 65.0 | 71.2 | 66.7 | 67.2 |

Note. Shaded boxes indicate expected age range for grade.

*Data were missing for 13 students.

- The majority of program students were overage for their grade placement.
- The distribution of overage students was very similar throughout the grades.

68 (28 percent) had been in the program from two years, 62 (25 percent) had been in the program for three years, and 18 (7 percent) had been in the program for four years.

The program's approach to mainstreaming was a planned, gradual one. Generally, students remained in the program an average of two years. Student turnover in the program was high because students were mainstreamed quickly. After being tested by teachers, assessed by the family assistant and guidance counselor, and receiving scores above the twenty-first percentile on the LAB, students were advised that they might enroll in mainstream courses.

Fully mainstreamed students were expected to perform satisfactorily in mainstream and vocational courses. They continued to receive program services such as: career orientation, college advisement, follow-up of student records, referrals to other career schools, family assistance, and psychological services. The school's family assistant helped to systematize student records and followed up on mainstreamed students.

Staff members expressed concern about those students who were reluctant to enter the mainstream because they felt secure and protected in the program. Staff members counseled students frequently and promoted interaction between program and mainstream students in the gym and the cafeteria. Nevertheless, mainstreaming remained a problem because of the physical isolation of program students.

Program students generally performed well after they were mainstreamed. Students often ranked third, fourth, and fifth in the graduating class. This year, a program student ranked first in the class. Postsecondary schools accepted 70 percent of former students and about ten percent received special honors and scholarships to such institutions as Polytechnic Institute, Cornell, and Harvard University. In addition, about five percent of program students have been referred to gifted and talented or to special education programs.

The project director claimed that the program students' dropout rate was lower and the attendance rates were higher than those of mainstream students. In addition, they showed an interest in their studies. Parents had told the project director that when they wanted to put their children in another school because of gang fights, the students refused because they wanted to remain in the program.

## III. EVALUATION FINDINGS

The Office of Research, Evaluation, and Assessment (OREA) evaluated the program by reviewing program records, interviewing school and program personnel, observing classes, and examining student test performance. OREA evaluated whether the program had met its instructional and noninstructional objectives.

### INSTRUCTIONAL ACTIVITIES

The project proposed instructional objectives in E.S.L., N.L.A., and business/vocational courses.

#### English as a Second Language

- As a result of participating in the program, E.S.L. students will make statistically significant gains in English language proficiency, as measured by the English Language Assessment Battery.

Implementation. Park West offered E.S.L. courses at the beginning, intermediate, advanced, and transitional levels, and reading and writing classes, at the beginning, intermediate, and advanced levels. Elementary and intermediate students had two periods a day of E.S.L. instruction and advanced and transitional students had one. Students also enrolled in tax-levy English reading classes which supplemented the E.S.L. classes. All courses were credit bearing.

An OREA field consultant observed an elementary E.S.L. class of eight students. The aim of the lesson was for students to learn how to give and follow directions. The teacher handed out two maps of midtown Manhattan marked with specific locations,

such as Macy's, The Belasco Theatre, and the Museum of Modern Art. She also used an overhead projector to show each map on the blackboard. She divided the students into small groups and asked each group to find a particular address. The teacher walked around and assisted each group. Later, each group shared its answers with the class.

Eight students attended an intermediate English reading and writing class. The aim of the lesson was for students to think about the problem of a character in a story the class had read, and to write her a letter of advice. After they worked on their own for awhile, the teacher asked for someone to write his or her letter on the blackboard. The teacher led a discussion of the letter, emphasizing vocabulary. The language of instruction was English.

Fifteen students attended the intermediate E.S.L. class. The aim of the lesson focused on a homework assignment taken from the text that asked students to compare "Ruth's school" with their own. The teacher encouraged discussion among the students by asking how they felt about their school. The teacher used English throughout the lesson and the students spoke English most of the time.

Outcomes. To assess students' achievement in English reading, OREA data analysts computed a correlated *t*-test on

students' LAB N.C.E. scores.* The t-test determined whether the difference between pretest and posttest mean scores is significantly greater than would be expected from chance variation alone.

The project provided complete English LAB pretest and posttest N.C.E. scores for 132 students. Gains of students in all grades (except eleventh) were statistically significant ($p < .05$). (See Table 3.) Concomitant effect sizes were of small educational meaningfulness for all grades except twelfth.** The project met its proposed E.S.L. objective.

Native Language Arts (N.L.A.)

- Students who receive a full year of instruction will increase their performance on the appropriate level of the Prueba de Lectura at the .05 level of significance.

Implementation. The program offered students instruction in Spanish grammar, composition, and literature. A field consultant observed an intermediate N.L.A. class of 12. The aim of the lesson was to discuss the short story, "Mi Padre." Students

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*Raw scores were converted to N.C.E. scores which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from one to 99. Scores can be compared to the norming population.

**The effect size, developed by Jacob Cohen, is a ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. Effect size (E.S.) is interpreted to indicate educational meaningfulness. An E.S. of .80 is thought to be highly meaningful, while one of .20 is considered to be only slightly so.

TABLE 3

Pretest/Posttest N.C.E. Differences on
the Language Assessment Battery, by Grade

| Grade | Number of Students | Pretest Mean | Pretest S.D. | Posttest Mean | Posttest S.D. | Difference Mean | Difference S.D. | t Value | Effect Size |
|---|---|---|---|---|---|---|---|---|---|
| 9 | 36 | 16.0 | 12.7 | 21.5 | 14.7 | 5.5 | 12.1 | 2.74* | .45 |
| 10 | 48 | 13.7 | 14.8 | 18.2 | 14.8 | 4.5 | 13.4 | 2.32* | .34 |
| 11 | 43 | 17.7 | 9.6 | 18.5 | 10.7 | 0.8 | 9.5 | 0.56 | .08 |
| 12 | 4 | 21.0 | 8.1 | 27.0 | 9.3 | 6.0 | 1.6 | 7.35* | 3.75 |
| TOTAL[a] | 132 | 15.9 | 11.1 | 19.3 | 13.5 | 3.5 | 11.7 | 3.41* | .30 |

*$p<.05$

[a]Total includes one student for whom grade level information was missing.

- Gains overall and in all grades but eleventh were significant.

defined and conceptualized words such as: "hombre" (man), "cobarde" (coward), "macho" (male), and "machismo" (sexism). The teacher explained the concept of subjective perception and asked the students to discuss the concept of "machismo." Students (especially the males) actively expressed their own views about what being a man meant to them.

The teacher asked the students to look up the meaning of some of the words in the story in their dictionaries and addressed the narrative style of the story.

Outcomes. The project did not provide results from La Prueba de Lectura, but did provide data on student achievement in N.L.A. courses. Eighty-five percent of the students in the fall and 82 percent in the spring achieved a passing grade in their N.L.A. courses. Because of the lack of test data as proposed, OREA could not determine whether the project had met its N.L.A. objective. It was apparent, however, by examining the course passing rates, that students did, in fact, develop N.L.A. skills.

Business/Vocational Courses

- At least 70 percent of the students enrolled in vocational-oriented classes will pass teacher-developed criterion referenced tests monthly.

Courses included typing, computer literacy, metal shop, drafting and drawing, and vocational electronics. All were taught in English. The project did not provide data on month-to-month achievement levels. However, student passing rates for business/vocational courses in the fall (80 percent) and in the spring (78 percent) indicated that the project met its objective.

Content Area Courses

While there was no objective in content area courses, all Spanish-speaking students received bilingual mathematics, science, economics, and social studies instruction. Such students also had the option of enrolling in a special native language course on Latin American history (Global History). Other courses, taught with an E.S.L. approach, were also available to program students. In general, content area courses paralleled those in the mainstream. However, some classes included subjects of particular interest to Hispanic students. For example a global history course emphasized Latin American history. Another modification made for program students was that they might take sequential mathematics courses for four terms instead of two.

A field consultant observed an advanced global history class attended by 17 students. The focus of the lesson was racism in Puerto Rico, the Dominican Republic, and the United States. The teacher asked questions on the meaning of racism. Many students expressed feelings about their own experiences in relation to racial discrimination and prejudice. The teacher asked the students to write about their views on racism.

Overall, 70 percent of participating students passed their content area courses in mathematics, science, and social studies.

NONINSTRUCTIONAL ACTIVITIES

The program proposed noninstructional objectives in

attendance, mainstreaming, staff development, and parental involvement.

Attendance

- Participants in the bilingual program will have a higher attendance rate than mainstream students at Park West High School.

School attendance records indicated that the overall attendance rate for Park West High School was 74.6 percent; the rate for program students was 82 percent. Therefore, attendance rates for program students were higher than for the school population overall. The project met its attendance objective.

Mainstreaming

- At least 50 percent of the participants in the bilingual vocational program will be partially mainstreamed in the regular vocational program at Park West High School.

Since 15 percent of participating students enrolled in the fall and 14 percent enrolled in the spring, the program did not achieve its objective that 50 percent of the participants would enroll in business/vocational courses. Seventeen program students were fully mainstreamed in the 1987-88 school year, one in the fall and 16 in the spring.

Staff Development

- Fifty percent of the staff will be involved in other than in-service training, including university courses, professional seminars, workshops, and conferences.

- One hundred percent of the staff will be involved in in-service training, including the development of curricula suitable for vocational training and/or high school equivalency skills.

Departmental meetings were held each month to present new topics to bilingual teachers to enhance their skills. The professional staff also had access to science laboratories, audiovisual equipment, and computers. Meetings took place at two levels: the program staff attended workshops with mainstream staff as well as meeting with the bilingual staff to discuss their own particular needs.

The project director also attended Title VII workshops sponsored by the N.Y.C. Board of Education. According to the data received, no other staff member participated in in-service training activities during the year under review. Therefore, the proposed objectives were partially met.

Parental Involvement

- At least 70 percent of parents or guardians of student participants will visit the program once during the academic year to check on their progress.
- At least 40 percent of the parents of the participants will attend school functions such as workshops, open school days, assembly programs, school trips and career orientation.

According to program staff members, most parents visited the program at least once a year either to attend a school function or to meet personally with teachers, bilingual program staff members, or school administrators. This year, the school started a bilingual parents' association, a bilingual parents' advisory council, and four parent visiting days per year. The school held different ethnic assemblies, such as Dominican, Haitian, Chinese, Puerto Rican, and a tribute to Martin Luther King, Jr., and

invited the parents of program students to attend. The program also sponsored a coffee and doughnut activity for parents to discuss students' needs with the family assistant and the program staff.

Since many parents did not live in the school's neighborhood and some worked during the day, they often had problems attending school activities. A staff member suggested a couple of solutions to this problem: hold weekend meetings in order to attract more parents; and institute parents' clubs formed along ethnic lines.

The project did not provide specific parent attendance data; therefore OREA could not determine whether it met its parental involvement objectives.

Curriculum and Materials Development

The program did not propose objectives in curriculum development but several problems existed in this area. Because the staff could not agree when to work on curriculum development, there was no coordination. The staff continually experimented with various textbooks. Mainstream students had more access to vocational shops than did project students; the school did not encourage bilingual students to enroll in the automotive training courses.

With regard to materials, there were fewer of them because of the decrease in funding.

Support Services

The program provided students with personal, academic, and career counseling, made health referrals, and contacted the parents of those students who had serious problems.

The lack of a full-time guidance counselor and a full-time family assistant were major shortcomings. The project director stated that the guidance staff was completely overburdened. There were not enough paraprofessionals to attend to students' needs in the classroom. The program staff had to counsel students in many areas. Because the family assistant had to act as a translator at emergency meetings between students, parents, and the monolingual faculty, she did not have enough time to develop the relationships with students and their families that would have enabled her to detect problems before they became critical. This also hindered her ability to maintain up-to-date vaccination records for all program students. She was trying to keep track of the students' health, academic, and psychological progress reports. Therefore, since she also dealt with mainstream students she had an overwhelmingly large workload.

## IV. CONCLUSIONS AND RECOMMENDATIONS

During the 1987-88 academic year, project and school personnel provided instruction and support services to participating students. The program achieved its objectives in the areas of E.S.L. and attendance. The project did not provide the data necessary to assess students' performance in N.L.A. or parental involvement. The project did not achieve its mainstreaming objective.

More program students enrolled in business vocational courses this year than in the last. Fifteen percent of program students enrolled this fall vs. four percent last fall; 14 percent enrolled this spring vs. three percent last spring. As in previous years, the school administration assumed part of the project's costs and moved toward its institutionalization.

Current program limitations included administrative changes at the principal level occurring twice during the 1987-88 year; the need for a separate E.S.L./foreign language department (whose A.P. would be in charge of the bilingual program); and the lack of a full-time bilingual guidance counselor, a full-time family assistant, and a resource teacher; the isolation of the bilingual students' and staff's physical facilities; a lack of basic equipment (typewriters, copiers, computer) and private office space for program staff; and finally, the lack of understanding that mainstream teachers and administrative personnel had towards the history, philosophy, and practice of bilingual education.

Program strengths included the commitment of project personnel, the positive effects the project has had on student participants, and the moves being made to increase coordination between the mainstream and bilingual programs.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Increase efforts to open communications between the mainstream and bilingual staffs.
- Consider the creation of an E.S.L./ foreign language department, with its A.P. responsible for supervising and administering the bilingual program.
- If funds permit, hire a full time bilingual guidance counselor and a full time family assistant to work with program students and their families.
- If possible, acquire equipment (typewriters, copier, computer) for use by those working with program students.